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ABSTRACT

This report on student mobility in linked programs of higher education details the Malaysian experience involving such programs, their development, quality maintenance, and benefits. Chapter 1 briefly describes the educational system and development of universities in Malaysia. Chapter 2 explores the different factors that have influenced Malaysian student mobility overseas, and analyzes the trends in student mobility regarding overseas studies. Chapter 3 examines the rapid development of programs, run by local institutions in Malaysia, which are linked officially with programs organized by overseas institutions. The fourth chapter provides a brief analysis of the different linked programs currently found in Malaysia, and chapter 5 examines the ways in which the private or commercially run educational institutions are being regulated to ensure quality control. Chapter 6 examines the implications of the linked programs, including benefits such programs provide for individual students, the higher education sector, and Malaysian national development. Appendices include the enrollment figures by areas of: (1) study for credit-transfer programs during 1987/88; and (2) study for split-campus programs during 1987/88. In addition, there is a list of the colleges offering linked programs and an 11-item bibliography. (GLR)

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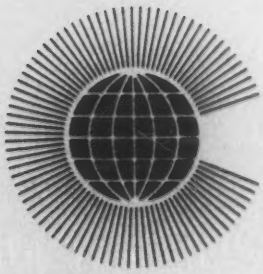
A Malaysian Case-Study



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Student Mobility through Linked Programmes:

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Zainal Ghani

1990

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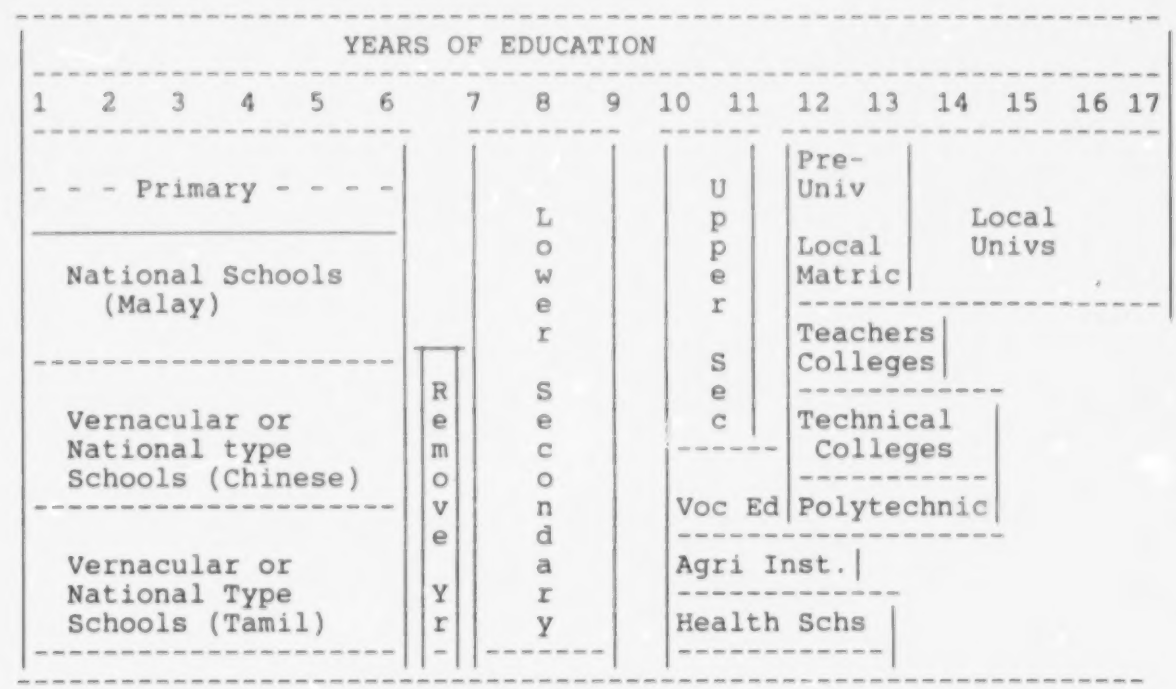
CHAPTER ONE : THE MALAYSIAN HIGHER EDUCATIONAL SETTING

This chapter describes briefly the educational system and the development of the universities in Malaysia so as to provide the context for the discussions to follow on the linked programmes for higher education. For the latest detailed description of the Malaysian educational system, see Stedman (1986).

1.1. Educational Structure

The present Malaysian educational structure consists of 6 years of primary education and 7 years of secondary education. The secondary education consists of 3 years of lower secondary, 2 years upper secondary and 2 years pre-university, followed by various forms of tertiary education. The educational structure can be summarised as in the figure below:

Figure 1: Malaysian Education Structure



Pre-school education is not part of the formal educational structure organised and administered by the Malaysian Ministry of Education, although it has become quite prevalent in the country. In the urban areas, most of the pre-school education is organised either privately as commercial enterprises or by religious organisations. The pre-schools in the rural areas are mainly organised by government statutory agencies concerned with rural development and to a lesser extent by some of the political parties and religious bodies.

Children enter **primary school** in the year they turn six years old. At the primary level, most of the schools are Government -financed. When children enter primary schools, parents can place their children in the schools with the language of instruction of

their choice. They can choose the national schools which use the Malay language as the medium of instruction or the vernacular schools which use either Mandarin or Tamil. The curriculum is similar in all these schools except for some differences in the emphasis on language.

However, after primary schooling, students have to follow the rest of their education in the Malay language if they are enrolled in government or government-assisted educational institutions. Children following the vernacular system will have to enter the national secondary system via a one-year **remove class**. The main purpose of this Remove Class is to make sure that the children from the vernacular system are proficient in the Malay language prior to entering the secondary system.

There are, at both the primary and **secondary school** levels, a few private schools in the country which use either English or Mandarin as the medium of instruction. Those which use English are some of the new private commercially-run schools located in the main urban areas, whilst those with Mandarin as the medium of instruction are Chinese schools which do not want to be absorbed by the Ministry of Education.

At the **pre-university level**, there are two types of government institutions. Most of the students will follow the traditional two-years Sixth Form programme which is found in nearly all large secondary schools. However, some students will follow the different matriculation programmes organised by the local universities for direct entry into their programmes. These programmes can either be located at the schools running concurrently with the 6th Form programme or at the universities.

There are now a large number of commercially run institutions preparing private students for the Sijil Tinggi Persekolahan Malaysia or STPM (the entry examination to tertiary education). These institutions cater for either those who have failed to gain entry in the two programmes described above or those who have failed in their initial attempts at the STPM examination.

Post-secondary education provided by the Ministry of Education include agricultural studies, vocational and technical studies, nursing and related health courses organised at the appropriate institutions.

There are, however, a large variety of commercially run post-secondary institutions preparing students for technical, secretarial and other semi-professional jobs. It is estimated that if the academic private university preparatory institutions are included, there are more than 500 commercially run institutions in Malaysia (Krishnan, 1985).

1.2 National Examinations

Malaysian students face a series of national examinations, held at the end of each of the stages of schooling described above. At the end of their primary education, students take the **Ujian Pencapaian Sekolah Rendah - UPSR** (Primary School Assessment Test). Although this examination is not used to select students

for entry into the secondary level as there is automatic promotion up to Form Three, it is used to stream students into different subject bands in the secondary school and also to select children for boarding schools.

The **Sijil Rendah Persekolahan - SRP** (Lower School Certificate) which the students offer at the end of the lower secondary level on the other hand is a selection examination, in that students have to gain a passing aggregate of points for entry into the upper secondary level. At the end of the upper secondary level, the students face the **Sijil Perperiksaan Malaysia - SPM** (Malaysia Certificate of Education). Credits and above gained in this examination are equivalent to the British `O' level grades. Students need to gain very good grades at this examination in order to secure places at the pre-university education level offered in the government schools. This examination is also used for selection into Teachers' Training Colleges and into technical and vocational education at the technical colleges and polytechnics. Increasingly, results of these examinations are being used for placement in some of the credit transfer programmes organised by local institutions for entry into the American tertiary institutions.

At the end of the Sixth Form programme, students sit for the **Sijil Tinggi Persekolahan Malaysia - STPM** (Higher School Certificate of Malaysia). This examination is equivalent to the British `A' level examination and as such, is used to gain entry into institutions of higher education particularly in the Commonwealth.

1.3. Tertiary Education

Tertiary education that is available in government or government-assisted insitutions can be divided into two areas; teacher education and universities.

1.3.1. Teacher education

There are currently 27 teachers' training colleges found both in West and East Malaysia. The latest available statistics (1985) show that there are about 15,500 trainee teachers undergoing training, implying a annual intake of about 7,000 students per year. However, in recent years, this annual intake has been gradually decreased and in 1989, the intake was only 4,700.

At present, the period of the training course is being revised and some of these students will be following a two and half years course while others a three years course. Although the minimum entry qualifications is the SPM, most of the students nowadays are STPM graduates due to the high demand for places in these colleges. For example, in 1984 there were 50,000 applications for entry into these colleges and after a rigorous selection process there were only 6,000 students selected. In addition to academic qualifications, prospective candidates have to sit for a special entrance examination and face a personal interview.

Graduates from these colleges are currently being deployed in the primary and lower secondary schools. Although the Fifth Malaysia

Plan clearly shows a shortfall of trained teachers, there has not been a significant increase in the intake for these colleges mainly due to reduction in government spending in the last few years.

1.3.2. Universities

There are now 6 national universities in Malaysia which are directly and fully funded by the government of Malaysia. In addition to these, there is an international university (the International Islamic University) which is jointly funded by Malaysia and several prominent Islamic countries.

Historically, the development of university education in Malaysia is fairly recent. Before Malaya's independence (1) in 1957, there was only one university, namely the University of Malaya which was sited in Singapore, serving the needs of both Malaya and Singapore. With independence and the establishement of Kuala Lumpur as the capital, a move was made to establish a branch of this university in Kuala Lumpur. This was achieved in 1959 and by 1962, the new campus in Kuala Lumpur became an autonomous national university for Malaya. When Singapore withdraw from the Malaysia in 1965, the campus in Kuala Lumpur retained the name University of Malaya. There was a lull of several years before new universities were established. It was only at the turn of the 60's that further development took place. Within a span of three years four universities were established. These are: Universiti Sains Malaysia/Science University of Malaysia (1969); Universiti Kebangsaan Malaysia/National University of Malaysia (1970); Universiti Pertanian Malaysia/Agriculture University of Malaysia (1971); Universiti Teknologi Malaysia/University of Technology (1972). It was another 11 years (1983) before the sixth university, Universiti Utara Malaysia/Northern University of Malaysia was formed.

The student enrolment in these universities has been increasing steadily during the last 15 years. In 1970 there was a total enrolment of 9,517 in the 5

Table 1.1: Enrolment in Local Universities

YEAR	ENROLMENT
1970	9,517
1981	29,205
1983	36,361
1984	40,401
1985	43,298
1986	46,655
1987	47,002

Source: Ministry of Education, Educational Planning and Research Division

universities that were in operation then. By 1981, the total enrolment had tripled to 29,205 and in 1984, it increased to 40,401. By 1987 the total enrolment was just over 47,000, an increase of nearly 400% compared with the 1971 enrolment. Thus, there has been a tremendous expansion in university education in the last 15 years. As will be discussed in detail in the next section, this tremendous increase in the enrolment in the local universities cannot keep up with the demand for places.

---

1. After the second World War, the Federation of Malaya was formed consisting of the Malay states and the colonies which were known as the Straits Settlements. The Straits Settlements incorporated in the Federation of Malaya did not include Singapore. In 1957, the Federation gained independence from the British adminstration and was normally referred to as Malaya. In 1963, entry of Sabah, Sarawak and Singapore into the Federation created a new political and geographic entity called Malaysia. Singapore seceded from the Malaysia in 1965.

CHAPTER TWO: STUDENT MOBILITY IN MALAYSIA

2.1. Introduction

This chapter explores the different factors which have influenced Malaysian student mobility overseas. It examines first these factors in relation to the general demand for higher education and secondly in relation to the demand for overseas study. The trends in the student mobility with regards to overseas studies will also be analysed.

2.2. The Demand for Higher Education in Malaysia

In Malaysia, the demand for higher education from eligible candidates has been increasing steadily, far outpacing the availability of places in the local institutions of higher education. The extent of this demand can be seen from Table 2.1 which shows the number of students completing the STPM (Higher School Certificate) with a minimum of 2 principal passes which

Table 2.1: STPM Results 1984-1988

Year	Total (A) Candidates	2 Principal Passes (B)	Numbers(C) Accepted	C/A%	C/B%
1984	79,290	37,906a	7,192c	09.1%	18.9%
1985	74,539	40,454a	7,388c	09.9%	18.2%
1986	71,251	38,772a	9,800d	13.7%	25.3%
1987	55,590	30,499a	9,586d	17.2%	31.4%
1988	54,557	41,005b	8,599e	15.7%	20.9%

Sources: a) Malaysian Board of Examination, Annual Reports, 1984, 1985, 1986 and 1987
b) The New Straits Times,
c) Dhanarajan and Mugridge (1988)
d) Ministry of Education
e) Vijesurier (1988)

can be taken as the basic requirement for entry into higher education in Malaysia.

Table 2.1 shows that the percentage of students sitting for the STPM examination and gaining entry into the local universities has slowly been increasing, peaking at 17.2% in 1987. It also shows that the percentage of eligible students (those with a minimum of 2 passes at the SPTM) gaining entry into the local universities has been generally around 20% with the exception of 1987 when 31.4% of these students gained entry. These figures show that generally about 80% of eligible students from each year cohort were unable to gain a place in the local universities.

It is interesting to note that the table also shows that while the number of eligible students have been slowly increasing into the region of 40,000 (with the exception of 1987), the number of candidates offering this examination have decreased markedly.

While this decrease can be taken as being indicative of a fall-off in the demand for higher education (1), the trend of demand in terms the actual numbers of eligible students graduating out of pre-university education is still increasing, particularly if the number of students graduating from the other local matriculation programmes and overseas pre-university programmes (2) are included. In fact, if this is done, the total number of students seeking places in higher education for 1989 will be closer to 48,000, and this estimate does not include the students who have already gone overseas for pre-university education, either privately or through government sponsorship.

This level of demand for higher education for Malaysia, a small developing country with a population of about 15.07 million people can be considered as being very high, and can be seen as a complex interaction of three main sets of factors; social, political and economic, operating at both personal and societal levels.

2.2.1. Personal factors

At the personal level, the demand for higher education in Malaysia as in other less developed countries, is obviously related to the financial rewards - particularly in the governmental sector - that comes with qualifications in higher education. The "Diploma Disease" is quite prevalent in Malaysia, particularly as the financial returns for higher education are very high compared to the returns for the lower levels of education (3). It would also seem that in Malaysia, in spite of attempts by the Government to narrow the differential gap of the financial returns between higher education and these other levels, this gap has not decreased in time. In fact, there are some indications that in real terms, the gap has increased slightly. For example, the starting salary of a graduate teacher is three times that of a teacher with secondary school qualifications. In other jobs, this difference is nearly four times. Although the differential gap may decrease slightly at mid-career level in most of the salary structures, the actual monetary differences are still very wide. This differential gap in financial returns is even wider when the potential earnings of those who have pursued qualifications in the professional careers such as law and accountancy are compared with those who have merely completed their secondary education. Given these differential gaps, it is higher education which is seen as a guarantee of a good financial security.

Added to this financial reward for the individual, higher education is also desirable in that it brings with it social status and prestige, both in terms of the qualifications but also the kinds of jobs that it opens doors to. Socially, it is perceived as an avenue for social mobility.

2.2.2. Societal factors

At the societal level, the demand for higher education can be attributed to a series of national policies which have been formulated to eradicate poverty and restructure the Malaysian society in an attempt to reduce the social and economic

imbalances between the ethnic groups in the country. The second Malaysia Plan for 1971 - 1975 saw the introduction of the New Economic Policy (NEP) which encompasses a series of plans and strategies to restructure the social, political and economic bases of Malaysian life so as to achieve national integration and unity (4). This policy came directly in the wake of the inter-ethnic rioting of 13 May 1969, which was perceived as an unfortunate manifestation of the social and economic imbalances found in the Malaysian society between the major ethnic groups.

As education is seen as the major tool in the process of restructuring society towards achieving the aim of national integration, the Malaysian Government set up a committee to review the process and structure of higher education in Malaysia in 1971 (5). This committee basically recommended that there should be a significantly large proportion of Malay students enrolled in higher education through provision of scholarships, special tuition, and the use of special criteria for entry (6). These recommendations were seen as crucial steps towards the restructuring of the Malaysian society.

These recommendations were implemented in different ways and one of these was the increase in the sponsoring by the Government of more Malay students in higher education both in the country and overseas. This, on one hand, has raised the number of Malays in higher education, but on the other hand, has not fully met the aspirations and expectations of the other main community, the Chinese. Consequently, this policy have, if anything, only served also to increase the demand of higher education among the Chinese community.

2.3. Student Mobility - Demand for Overseas Study

It has been estimated by the Malaysian Ministry of Education that for 1987 there were more than 68,000 Malaysian students studying overseas. Most of these students were studying at different levels of higher education in different types of institutions with a small number studying in pre-university institutions. Given a national population of about 13 million, the figure of 68,000 students studying overseas represents a substantially high rate of student mobility.

The financial implications of this demand for overseas study for the parents and the government, and ultimately for the country, are obviously tremendous. There have been many estimates of total cost per year for maintaining these students overseas. For example, a annual total cost of M$950 million was estimated for the 1982-1983 period (NST, January 30, 1983) and more recently, a figure of M$1.2 billion for 1985 was quoted by the then Minister of Education (NST, April 20, 1985). Obviously the estimates of the total cost to support this very high level of student mobility will depend very much on the calculation of the per capita cost.

Taking an average annual per capita cost of M$35,000, which is probably a conservative figure (7), the total cost of supporting the Malaysian students overseas for 1987 works out to about M$2.4 billion which is slightly less than US$1 billion.

Obviously, there can not be accurate records of the number of all Malaysian students studying abroad. Although the Ministry of Education has records of the government-sponsored students, it cannot keep track of all the privately-sponsored students even though these students are required to inform the Ministry when they go abroad or register with the Malaysian Students Departments or Malaysian High Commissions and Embassies in the countries where they are studying. In fact, the best sources of information on students overseas are probably the Embassies or High Commissions of the countries which form the popular destinations for overseas study. However, not all these offices have the relevant or up-to-date figures. Therefore all figures available on the number of Malaysian students overseas, whether Government or private-sourced are at best educated guesses.

The table below shows the number of students estimated to be studying overseas in different years from 1970 to 1987 that have been reported in the mass media. These figures include pre-university students, first degree and graduate students. From the

Table 2.2: Estimates of Students Studying Abroad

Year	Number
1970a	24,000
1978a	36,000
1980a	39,908
1982b	58,000
1985c	63,000
1987d	68,000

Sources: a - New Sunday Times, January 30, 1983
b - Midterm Review of Fourth Malaysia Plan, 1981-1985
c - New Straits Times, August 31, 1985
d - New Straits Times, Sept, 1988

figures in the table, it would seem that the student population abroad has increased nearly three times since 1970 reflecting the ever increasing demand for higher education by Malaysians in spite of the corresponding increases in cost for studies overseas due to higher fees, inflation and unfavourable exchange rates. What is even more significant as an indication of the strength of the demand for higher education overseas, is that there has been an increase of nearly twice tbe number of students overseas since the introduction of full fees for overseas students in the United Kingdom.

2.3.1. Lack of local places in the local institutions

This increase in demand for higher education overseas is mainly due to the inability of the local higher education institutions to meet the rapidly increasing graduates from the secondary school system. Without any explicit policies to expand the higher education rapidly to meet the demand either in terms of establishing new institutions or expanding the existing

institutions, the chances for students to gain places for higher education locally have decreased drastically. The table below shows clearly this trend. In 1981, 35% of the applicants for the

Table 2.3: Applications and University Intakes, 1981-1988

Year	No. Applicants	Intake	% Admitted
1981a	16,698	5,847	35.0
1982a	19,522	6,127	31.4
1983a	28,858	6,870	23.9
1984a	32,168	7,192	22.4
1985a	32,209	7,388	19.4
1986b	30,973	9,800	31.6
1987b	27,658	9,586	34.6
1988c	24,155	8,599	35.6

Sources: a) Dhanarajan,G and Mugridge, I (1988)
b) Ministry of Education
c) Vijesurier, R., (1988)

places in the local universities were successful, but by 1985 only 19.4% were successful. Although the percentage of acceptance has increased recently (1987 and 1988) to match the levels set in the early 80's, the actual number of suitably qualified students who have indicated interest in following university education but are unplaced in the local institutions is fairly substantial - 18,000 for 1987 and 15,500 for 1988. However, these figures probably are not true indicators of the actual demand for higher education if one considers the data contained in Table 1, but they do illustrate very well the insufficency of places in the local universities to meet the demand for them. Consequently, the number of suitably qualified students is much higher than these figures if the number of students passing with 2 principal passes and above (which can be taken as the minimum qualification for entry into tertiary education), and the number of students taking the overseas pre-University courses are considered. However, the lack of adequate places in higher education in Malaysia cannot be seen as the only contributory factor for the high rate of student mobility found in Malaysia.

2.3.2. Perceptions of quality of higher education

Even if there are adequate places available in the local institutions to meet all the demands for higher education in the country, a large number of parents will still strive to sponsor their children to study overseas. Student mobility to higher education overseas, particularly in the Western countries to some extent is influenced by the perception of quality that is seen to be associated with overseas qualifications. Parents interviewed in this study are willing to sacrifice, some as much as M$40,000 per year, to finance the children's studies overseas.

Quality education seems to be perceived by the parents from several perspectives. On one hand, quality is synonymous with competing with the best in the world. Most parents feel that only

universities overseas can provide this level of competition. Some parents are themselves competitive enough to want their children to be given the opportunity to study in such environments.

On the other hand, quality is also seen in terms of the quality of the learning-teaching process. The local institutions are seen as crammers where the recall of knowledge is the primary mode of learning, whereas in the universities overseas, although there is probably as much knowledge to be learnt, the teaching and learning approaches used are more process-oriented and higher levels of cognition are being emphasized and developed. Some parents, particularly those who themselves have studied abroad value these aspects of learning highly and feel that their children should be given the opportunity to have the benefits of such an education.

Another quality perspective as perceived by some parents is not related to the formal curriculum nor to the formal teaching-learning processes, but with the environment or atmosphere found in the universities and other institutions of higher education overseas. This atmosphere is what may be considered as the informal curriculum. This informal curriculum is seen as a desirable maturing experience which can enhance the personal development of the child.

2.3.3. "Marketability" of the higher education qualifications.

Related to the concern for quality is the concern for the "marketability" or "currency" of the overseas qualifications. Qualifications from most of the better known institutions of higher education overseas tend to have better currency in the local employment market, particularly in the private sectors where open competition prevails. The currency of these overseas qualifications is related obviously to the aspects of quality discussed above. The currency does not only stem from these aspects of quality but also from other abilities, such as fluency in English, and social relationships.

2.3.4. Language medium of the higher education programme.

Thus another factor which has helped to determine and will probably become a prominent factor in the near future in determining the demand of overseas qualifications is language. In Malaysia, although the Malay language is the official language, English is still being used extensively in the private sector, commercial and legal fields. In the public sector, a good command of English is still seen as being of advantage. With all the local institutions of higher education conducting all their courses in the Malay language, the graduates from overseas universities are seen as having a much better command of English which stands them in good stead in the employment market. It can be argued that as long as English is still being used extensively in the public sector, the demand for higher education overseas will not decrease.

2.3.5. Advantage in migration.

There is yet another dimension to this currency aspect. One of the reasons why some parents send their children for higher education overseas is for them to obtain qualifications which will have currency or be readily acceptable in countries other than Malaysia. In recent years there has been a steady flow of Malaysians emigrating to the developed Commonwealth countries, particularly to Australia and Canada. Most of those who have emigrated and who are contemplating emigrating are either professionals or business people. For them sending their children overseas is an initial step towards preparing their children for eventual emigration.

2.4. Trends in Student Mobility in Malaysia.

The distribution of Malaysian students overseas (excluding pre-university courses) in the countries where the numbers are large can be gleaned from the table below which covers the period when full fees were being introduced first in the United Kingdom followed by large increases in countries such as Australia and the United States of America. Although there are more recent figures available for some of the countries, for

Table 2.4: Distribution of Malaysian Students Overseas by Countries

Country	1980	1981	1982	1983	1984	1985	+/-%
USA	4,500	7,500	12,000	13,000	15,040	17,100	+280
UK	16,323	15,980	14,500	12,530	13,293	14,000	-14
Australia	4,878	5,383	6,064	5,769	6,337	7,212	+48
India	5,583	6,000	6,000	6,300	6,853	7,202	+30
N Zealand	1,837	1,885	1,527	1,263	1,510	2,000	+09
Canada	3,232	4,750	7,846	8,294	8,849	9,100	+181
Singapore	843	834	830	1,322	1,439	1,000	+18
Hong Kong	109	109	14	19	32	32	-64
Total	37,296	42,441	48,785	48,498	53,353	57,464	+54

Source: Higher Education Division, Ministry of Education

comparison purposes, the table contains only the data up to 1985 for all the countries. These data show some interesting trends:

* The number of students enrolled in higher education in the United Kingdom has decreased slightly (14%) over the period of 6 years covered by the table. However, the decrease was fairly sharp in the first three years with

the decrease of nearly 24% in 1983. Since then there has been a gradual increase with the 1988 enrolment figure reported to be nearly approaching the 1980 figure.

* There has been a tremendous increase in the number of Malaysian students in the United States (an increase of 290%) and in Canada (181%). The latest figure for the United States is 19,480 for the year 1987, showing a steady rate of increase of about 2,000 students per year.

* The increase of students going to Australia has been comparatively slow, although the 1987 figures of 10,700 show a slight upturn in the number of Malaysian students in Australia.

2.4.1. Factors influencing the trends in student mobility

These trends in the demand for higher education in different countries are related to several factors. Obviously, besides the increase in students' fees in the form of introduction of full fees in the United Kingdom which may have contributed to the trends observed above, there are other factors which may have influenced the mobility of students to overseas countries. For example, in spite of the increase of fees in Australia and the United States to levels higher than those in UK (in 1985) as shown in Table 2.5, there has been a steady increase in the number of students studying in these two countries.

i) Higher fees

Obviously the introduction of the full fees for overseas students is the main factor influencing the trends described above. In Malaysia, the decrease of students studying in the UK is in response to the large increases in student fees. The upturn of student enrolment in UK in recent years as shown in the table may be related to the recent increases in fees in countries such as Australia, Canada and the United States of America, to the strengthening in the mid 1980s of the ringgit against the pound sterling, and vigorous recruitment campaigns in Malaysia by British higher education institutions.

Table 2.5: Comparative Costs of Higher Ed., 1981 & 1985

Country	Subject Area	Fees and COLA 1981	1985	Change %
Australia	Arts	$17,400	$23,114	+33%
	Medicine	$16,000	$55,368	+246%
United Kingdom	Arts	$26,675	$24,956	- 7%
	Medicine	$44,375	$41,594	- 6%
Canada	Arts	$7,785	$17,195	+121%
USA	Arts	$15,492	$31,762	+105%

*Note: the strengthening of the ringgit against the pound sterling mainly accounts for this decline

ii) Potential for migration

Another factor which may have influenced students' choice of country for their studies may be the differential potential for immigration. Countries, such as Australia and Canada are popular destinations for people who wish to migrate out of Malaysia. The increase in student numbers in Australia in spite of the 250% rise in students' fees between 1981 and 1985 may be a reflection of this factor.

iii) Government policies

The relatively higher increase in student numbers in the United States may also be partly due to the introduction of the linked programmes initiated by the several government institutions such as the MARA colleges and the Mara Institute of Technology with several consortia of institutions of higher education in the United States which saw a movement of more than 4,000 students to the USA. Such linked programmes are the subject of this study.

Notes and References

1. This decrease of candidates for the STPM is mainly related to the marked decrease in the number of private candidates offering this examination. See Table 3.1, pp 40, for the figures for the private candidates in this examination. There are several possible factors contributing to this decrease:

   * One possible explanation for this is that perhaps due to increasing awareness of the scarcity of graduate posts, both in the private and public sectors, the individuals (who seldom are well prepared for the examination) who would usually enter it to `try their luck' are going directly into the job market straight after secondary school.

   * There is an increasing number of students in recent years who are now taking the overseas pre-university programmes which have become the main growth area for most of the private schools and colleges. The growth of these programmes will be discussed further in this paper.

     There has also been an increase both in the number of local universities offering matriculation programmes for the rural students and in the number of students taking them.

   * There are also now private colleges for overseas students which are preparing mainly Malaysian students for entry into the university. These are now found in Australia and Canada.

2. The main overseas pre-university programmes offered in Malaysia are:

* The GCE `A' level of the Oxford Examinations Board and the Associated Examinations Board

* The South Australian Matriculation
* The Ontario Grade 13 Examinations

* The Western Australia Tertiary Entrance Examinations

3. For treatment in depth of these factors see:

   Dipak Mazumdar (1975), `Education and employment in urban Malaysia', IBRD, Washington, D.C., pp 41-42.

   Hoerr, O.D. (1973), `Education, income and equity in Malaysia' in Economic Development and Cultural Change, 21:2, pp 265-266.

4. Government of Malaysia (1971b), `Second Malaysia Plan, 1971 - 1975', Government Printer, Kuala Lumpur.

5. Government of Malaysia (1971a), Report of the Committee Appointed to Study Campus Life of Students in the University of Malaya, Government Printer, Kuala Lumpur (Chairman: Dato Dr. Abdul Majid bin Ismail)

6. Ibid, pp 44-45.

7. The Ministry's estimate of its cost for sponsoring a student overseas is M$37,000 .

CHAPTER THREE: DEVELOPMENT OF LINKED PROGRAMMES IN MALAYSIA

3.1. Introduction

This chapter examines the rapid development of programmes run by local institutions in Malaysia which are linked officially with programmes organised by overseas institutions. The first part of the chapter analyses the impetus which has led to the development of these linked programmes. The second part of the chapter describes the different types of linked programmes found in Malaysia. The final part of the chapter analyses the factors which may have contributed to the increasing popularity of these linked programmes.

3.2. Impetus for Development of Linked Programmes

A number of factors have provided the impetus for the development of the linked programmes in Malaysia.

3.2.1. Financial factors

As mentioned earlier, the initial impetus for these linked programmes came about as a response to the raising of the fees for overseas students first in the United Kingdom and later followed by Australia and the United States. The development of these linked programmes could have tremendous financial implications, both in terms of savings in public expenditure and of gains in foreign exchange. The savings will come directly from the decrease in cost in sending sponsored students overseas. These savings are estimated at about M$25 million a year from the cost of sending sponsored students to the United Kingdom. As sponsored students are also being sent in substantial numbers to Australia and the United States, these savings for the government may well be double the amount quoted above.

The gains in foreign exchange are related to the decrease in theoutflow of Malaysian funds to overseas countries used for educational expenses. As estimated earlier, the outflow of funds to meet the cost of educating all the students overseas in 1987 is about M$2.4 billion. If all Malaysian students follow a linked programme, then the savings in foreign exchange may be close to M$1.0 billion. Obviously this scenario may not be possible, but even if only 50% of students going overseas follow linked programmes the savings in foreign exchange would be a substantial M$500 million per year.

3.2.2. Influence of militant Islamic groups on Malaysian students

Some of the impetus for the introduction of the linked programme is related to the concern by the authorities with the increasing number of Malay students who have become influenced by the more militant Islamic groups while they were studying overseas. It was felt that the linked programmes with the initial period of study locally would provide the students, particularly those from the rural areas more time to mature before being exposed to the adverse influences that are present outside the country.

3.2.3. Need to orientate students to overseas programmes

Another rationale given for the development of these programmes is that the initial time spent locally would be more effective in helping the students to orientate themselves to the overseas university programmes. There seems to be an assumption that students following the initial part of their programmes would be better prepared for study overseas and consequently would be more successful in their studies.

3.2.4. Increasing access to higher education

Finally, the widening of access to higher education, particularly to all sectors of the population without having to increase the government provision for it, through these linked programmes is an attractive incentive for the government to encourage its development.

3.3 The Search for Alternatives

In the last five years there has been a tremendous increase in the number of institutions established to offer programmes which are linked to overseas institutions and organisations. At the last count there were 27 such institutions in Malaysia, offering more than 60 different programmes catering for both pre-university education and higher education leading to awards of diplomas and degrees. The linked higher education programmes can be categorised into six main types or models based on the amount of control that is exerted on the organization of the local component of the linked programmes by the overseas institution in terms of the course content, the instruction of the courses, the examinations and the general administration of the courses and programmes. The types or models identified are, in decreasing order of academic control by the overseas institutions:

a) the **Branch campus** model - where an overseas institution establishes a branch in Malaysia to run some of its programmes,

b) the **External Studies model** - where the local institutions prepare students usually through tutorials for the examinations set by the overseas institution,

c) the **Split-campus or twinning model** - where the local institutions offer courses for the first one, two or sometimes, three years of a programme from overseas institutions and usually these courses are examined by the overseas institutions.

d) the **Credit-transfer model** - where the courses taken in the local institutions can be used as part of the total requirements of a higher education programme of an overseas institution and,

e) the **Joint Degree Model** - where a local and an overseas institution develop a programme of courses which may be offered independently by each institution.

f) the **Conversion Model** - where the qualifications, usually at the diploma level, from a local institution are accepted as advanced standing credits by an overseas institution.

These models are obviously not mutually exclusive and there is now a trend by some local institutions to offer linked programmes through which students can opt to follow a number of models outlined above. This flexible arrangement can be termed as the **Combination model** - where the local component of the linked programme can also be used on a credit-transfer basis to give access to other overseas institutions, so as to proceed through the split-campus arrangement.

3.3.1. Branch campus model

The branch campus model such as the name implies is when an overseas institution establishes a branch campus or in the current jargon an "off-shore" campus in Malaysia. With this branch campus model, the overseas institutions will have complete control of all aspects of the governance of the branch campus; the curriculum, the administration, the infrastructure and the staff. The students will follow the actual courses as they would in the parent campus. Although legally under the Essential (Higher Education Institution) Regulations, 1961, branch campuses of overseas universities cannot be established in Malaysia, there have been several attempts to circumvent these regulations and establish such linked programmes. For example, the University of Sydney tried unsuccessfully in 1988 to set up a branch university campus in Penang which would mainly be offering post-graduate business courses for students from the Southeast Asian region. More recently, Boston University had declared its local institution, the Makota College, as a branch campus; but eventually the institution came to advertise itself as "Boston University in Asia".

Although in name there are no branch campuses of overseas universities in Malaysia, from the curricular and instructional perspectives, most of the local split-campus and credit-transfer linked programmes described below are operating as branch campuses where the local institution had contracted with the overseas institution to offer their courses, without any changes or modifications, sometimes taught by the faculty staff from the overseas institutions to the students in the Malaysian campuses. In these courses, the Malaysian students use the same texts, sit for the same assessments and do the same coursework requirements as students in the overseas institutions. In many cases, the transcripts issued by the overseas institutions for these courses do not indicate where the courses have been taken. Usually, the Malaysian students take all the course requirements for the first and second year in the local institutions as would a student in the overseas institution.

The best examples of this are to be found in the linked programmes, initiated in early 1985 between the Institute of Technology (ITM) and the different universities or consortia of universities in the United States. In these linked programmes, the ITM contracted several universities or university consortia

to send their faculty staff to teach their first and second year courses in the Malaysia campus. The overseas institutions concerned were the Midwest Universities Consortium (University of Indiana), the Texas International Educational Consortium (13 Texas colleges and universities),University of Maryland, State University of New York and Ohio University. Another example of this type of arrangement was the link-up between the Southern Illinois University and the Learning Technology Centre in Kuala Lumpur for a linked programme offered between 1983 and 1985.

The attraction to establish branch campuses which will of course use the name of the parent university rather than local campuses bearing their own names is perhaps largely commercially-oriented, for example as illustrated by the Makota College/Boston University link. The opportunity to be a student of, say, a branch of Harvard would be more attractive than to be a student of the local Lee College.

3.3.2. External studies

The external studies model of linking higher educational institutions is the oldest and most traditional. The external studies programme of the University of London has been in existence for a long time. This model operates at different levels. At the simplest level the overseas institutions provides the syllabi or course outlines and the students registered at the institution as external students have to prepare themselves for the examinations set by the overseas institution based on the circulated syllabi or course outlines. The students completes the entire programme locally and pays the overseas university only the examination fees. In a sense this system is a simple form of distance teaching. However, most students will avail themselves of local insititutions which either provide tutorial classes or correspondence courses to help them to prepare for the examinations. This system has developed to such an extent that now there are several local colleges which have formed formal linkages with several institutions overseas to prepare students through tutorials for the examinations set by these institutions.

There are however only a few overseas universities involved in operating such a model. Most of the courses offered through the external model are law programmes. The Univerity of London is the oldest in operating the external programmes and has the largest number of local institutions linked to it (See Appendix 3), though recently, the Polytechnic of Wales and the University of Brunei have began to offer their law programmes through the external studies mode, linked with the HELP Institution and the Damansara College respectively.

3.3.3. Split-campus programmes

These programmes are those which are offered on a contractual basis arranged by one or more overseas institutions with a local institution whereby the students will be able to follow a period of initial study locally and complete the rest of the programme in the overseas institution. Essentially the students will follow a higher education programme organised by an overseas institution at two campuses. The period that the students spend

studying in the local campus/institution can vary from one year to three years.

From the analysis of the linked programmes reported in the next chapter, it would seem that this model is the most popular of the linked programmes found in Malaysia and has tended to be the main mode of linkages between the local institutions with overseas institutions in Australia and the United Kingdom.

Most of the split-campus programmes in Malaysia essentially involve the local institutions in conducting the initial part of the degree programme. The number of courses conducted locally depends obviously on the period of local study that was agreed to. Usually the local component of these split-campus programme will include a few indigenous courses, such as courses on the Malay language and on Malaysian studies.

There are some varieties in the way the courses are taught in the split-site programmes. In the past in some programmes, the courses are taught by lecturers brought in from the overseas institution. Recently, the courses in most of the programmes are being taught by local lecturers, with some assistance and moderation from the course coordinators in the overseas institution. In the split-site programmes, there is usually no certification issued by the Malaysian institution, unlike the credit-transfer programmes where students receive an "Associate Degree". Most of the students who follow split-campus programmes will have access only to the overseas partners or to the institutions which make up the consortium to which the local institution is linked. However, there is an increasing trend among the universities in Australia to allow for students to transfer from one institution to another, using the courses they have taken in the local institution. The courses completed in the split-site programme have no currency for the purpose of entering local universities nor for the purpose of getting jobs in the local job market.

3.3.4. Credit-transfer programmes

The credit-transfer model of linked programmes refer to those programmes offered in the local institutions whereby the courses in the programmes can be accepted as part of the total requirements for a degree programme of an overseas institution. Although credit-transfer is very much an American system and has been imported into Malaysia specifically to facilitate the sponsoring of students to the American institutions, this system of credit-transfer is now being used in relation to linked programmes between local institutions and institutions in Australia, Canada and the United Kingdom. For example, the courses taken by Malaysian students from the British Columbia Open University at the Disted College can be transferred to programmes in other institutions in Canada and the United States. Similarly, courses taken from some of the Australian universities which are linked to local colleges such as Sunway College and Disted College can be transferred to programmes in the other Australian universities. In the recent link-up between the MARA institutions with the Northern Consortium of universities and polytechnics in the United Kingdom, given the large numbers of

students anticipated for this linked programme, an agreement was reached to allow the courses taken in the local component of the programme to be transferable to 40 other institutions in the United Kingdom.

In an attempt to provide some credibility and attractiveness for these linked programmes, the local institutions have provided titles such as the American Associate Degree, American Degree Program, and American Associate Diploma for the local component of the programme. However, the courses or programmes offered in the local institutions by themselves are not recognised as qualifications for employment in both the public sector, though they may have currency in the private sector.

There are three main patterns of the credit-transfer model related to the linked programmes found in Malaysia. The crucial differences between these three patterns lie in the ways in which the local institutions have tried to ensure that their programmes and courses can be accepted for credits by as wide a range of institutions overseas towards the fulfilment of the degree programmes. These three patterns of credit-transfers are:

a) The transfer of credits for courses from the overseas institution offered through the local institutions. The main difference between this model and that of the split-campus model is that the courses enable students to accumulate credits which could be either used in the originating institution or in any other institution.

b) The transfer of courses developed by local institutions with some assistance and moderation from overseas institutions.

c) The advanced placement tests.

3.3.4.1. Use of externally originated courses for transfer

This system of credit transfer in the context of the linked programmes works in the following manner. The local institution adopts courses from an established institution from overseas and offers them locally. These courses are then conducted and evaluated identically as if they were conducted by the originating institution. The curriculum, course materials and assessment are controlled by the overseas institutions. However, the teaching may be conducted in some cases by faculty members brought in from the originating institutions such as the ITM-Midwest Universities Consortium, and in other cases by staff of the local institutions, examples of which are the linked programmes between local colleges such as Disted and Sunway with several Australian universities and colleges.

As discussed earlier, local institutions offering these types of linked programmes can be described as being essentially branch campuses in nature. However, they are included in this section as they are primarily used to provide local students with credits which could be used in different institutions overseas. Thus, on completion of these courses, the student can either go to the originating overseas institution(s) to complete his programme of

study or transfer his courses as credits to other institutions. As courses taken are from established institutions they are easily accepted for credit-transfer, then linked programmes with these overseas institutions will guarantee the transferability of the courses offered in the local institutions.

3.3.4.2. The use of locally originated courses for transfer

The second pattern of the credit-transfer system follows very closely the United States Community college programme structure. Although these small colleges are established to offer courses which serve the specific needs of the community, they also offer academic courses which encompass the requirements of usually the first and second years of a degree programme. Students on completion of these courses can be transfered to the sister institutions overseas to complete the subsequent years of the degree requirements. Most of the local private institutions, such as Damansara Utama College, Petaling Jaya Community College, the MSM Community College, the INTI College, the Stamford College Group and the RIMA College, offering credit transfer programmes follow this type of set-up.

Within this pattern of credit transfer, there are some differences in the way the local institutions have tried to ensure the transferability of their courses. These are:

(a) In some cases, the courses developed in the local institutions are closely moderated by established overseas institutions whose faculty members are brought over to monitor and review the course and instruction regularly.

(b) There are others, where the arrangement is more consultative in nature, and where the local institutions would consult the overseas institutions offering the linked programme whenever the need arises.

(c) In other cases, the moderation is not institutional but more on the individual basis between the local institution and some members of staff in the overseas institutions.

3.3.4.3. Advanced placement tests

Advanced placement tests are another form of credit transfers found in the United States where a student can prepare and sit for a series of tests conducted usually by the testing service or agencies. Success in these tests will enable the student to enter for a degree programme usually in the second year. In other words, these tests can advance the progress of the students in a degree program. In the Malaysian context, there is one local institution, Ganella College which has developed a series of courses to prepare students for the Advanced Placement Assessment conducted by the New Jersey Testing Service. Successful students are placed in the second year of a degree programme in an American university. The results of these tests also determine the institutions to which the student is able to gain entry.

3.3.5. Joint degree programmes

The Joint degree programme where institutions in two different countries develop a programme with appropriate courses offered independently by each institution can be taken by students towards the award of a joint degree. The overseas institution in such a programme would not impose any control over the courses offered by the local institutions. The form of joint degree programmes initially envisaged in Malaysia was for the local universities to organise and conduct the courses for the initial local component of a degree programme and the linked overseas universities to provide the courses for the students to complete the degree programme. This type of linked programme did not attract the local universities as they perceived themselves, in effect functioning as branches for the overseas institutions.

3.3.6. Conversion model

Some of the local colleges have established links with overseas institutions where their diploma programmes are accepted as advanced placement credits which will allow the students to reduce their degree programmes at the overseas institutions by one to three years. Most of the major non-government colleges of technology such as the Workers' Institute of Technology, the Maju Institute of Technology and the Federal Institute of Technology have conversion arrangements with one or more overseas institutions in the United Kingdom and Australia. One attraction of this model to local students is that they can embark on the road towards obtaining a degree without having to necessarily possess any pre-university qualification such as the SPTM or the `A' levels, as the entry qualification to the diploma programmes offered by these institutions is the SPM (roughly equivalent to the `O' levels).

3.4. Overseas Pre-university Preparatory Programmes

One type of what could be considered as a linked programme and which has developed rapidly in the recent years is the overseas pre-university programme conducted by local institutions. In terms of student enrolment, this type of linked programme is by far the most popular.

There are several forms of overseas pre-university education now available to the Malaysian secondary school graduate. With the increased and easier access to higher education in Malaysia, particularly through the development of the linked programmes between local and overseas higher educational institutions in Australia, Canada and the United States, the last few years have seen a corresponding increase in the availability of overseas pre-university programmes in Malaysia which could provide direct access to universities in these countries.

The overseas pre-university programmes currently available in Malaysia are:

a) The GCE A level - mainly from the Associated Examination Board with two local institutions offering A levels from the Oxford Examination Board. While most local

institutions can offer this programme as a general pre-university preparatory programme, there seems to be a trend to use this programme for entry into specific areas of study, specifically law and computer studies. This programme is usually organised so that it could be completed in 1.5 years. There are more than 20 local institutions offering this form of pre-university preparation.

b) the South Australia Matriculation - this examination is perhaps the most popular of the overseas pre-university programmes available. It is organised locally by 4 of the local institutions identified, through the co-operation of the Senior Secondary Assessment Board of South Australia (SSABSA). This programme can be completed in one calendar year.

c) The Ontario Grade 13 Examinations. - This programme is also a one-year programme. The course offered locally by two institutions covers the Ontario Grade 13 curriculum and students sit for the Ontario Secondary School Honour Graduation Diploma. This programme is offered through an arrangement with the Ontario Ministry of Education. It provides students access to both the Canadian and American universities.

d) The Western Australia Tertiary Entrance Examination (T.E.E.) - This programme is offered by one of the larger local institutions dealing with linked programmes. The T.E.E. is also offered as a one year programme.

e) The Foundation Year - Some universities in Australia have began to offer pre-university preparatory programmes in some cases locally through some of the private colleges. Students on completion of this programme can enter directly into the undergraduate programme of the university or use it as entry qualification for other universities, both in Australia and in other countries.

The increased availability of these programmes in the local colleges and the increased range of such programmes are some indications that these pre-university programmes are gaining popularity. In 1988, there were close to 1,200 candidates for the November sitting of the South Australia Matriculation examinations in Malaysia and more than 600 students were being prepared for the Canadian (Ontario) Grade 13 examinations. Although figures are not available for the other overseas pre-university programmes such as the Western Australia T.E.E. programme and the GCE A level programmes, the total number of students following these overseas pre-university courses may be more than 2,500.

In addition to these courses in Malaysia, there are now incidentally an increasing number of colleges overseas offering pre-university programmes for Malaysian students mainly through commercial placement service agencies. There are two such colleges (one privately owned and the other publicly owned) in Canada, located in Vancouver and the in Toronto. The Toronto

college has claimed to have enrolled more than one hundred students in their pre-university programmes in the last two years. There are several similar colleges (three private and one public) in Australia. One of them has claimed to have enrolled more than 500 students from Malaysia in the last three years accounting for 70% of its total enrolment.

The popularity of these programmes may be one of the factors leading to the dramatic decrease in the number of private candidates offering the local pre-university examination, the Sijil Tinggi Persekolahan Malaysia (STPM) shown in the table below:

Table 3.1: No of Candidates for STPM, 1985-87

Type of Candidates	1985	1986	1987
Government Schools	26,817	24,001	24,226
Private Schools	9,365	12,424	9,350
Private Individuals	38,357	34,826	22,014

The reasons for the growing popularity of these overseas pre-university programmes can be attributed to several factors:

a) **The time factor** - In comparison to the local pre-university programme which stretches over two years (more if the waiting time for the results is included), students can save up to slightly more than a year in pre-university preparations by following these overseas and also save some time in getting acceptance to overseas universities. This saving in time obviously has tremendous financial implications. It means one year less of educational costs and a year extra in earning potential.

b) **The accessibility factor** - The overseas pre-university programmes will not only allow direct access to the universities of the province/country from which these programmes originated, but also to universities in other countries. For example, the Australian matriculation programmes are recognised in most of the countries to which Malaysian students normally go for studies. Similiarly, the Ontario Grade 13 Diploma will also open access to universities in the United States. The wider accessibility provided by these programmes is often constrasted with the perceived problems related to international acceptability of the local pre-university programme, particularly as these programmes are now taught in the Malay language.

c) **The relevance factor** - It is increasingly being perceived by parents that the overseas pre-university programmes develop learning skills appropriate and relevant to the the teaching and learning processes found in the overseas universities. These programmes encourage more student -oriented activities and develop cognitive and inquiry skills relevant to the needs of university education more

so than the local programmes. Thus it is felt that these overseas programmes will help students adjust to the demands of university academic life more effectively than would the local programmes.

CHAPTER FOUR : ANALYSIS OF THE MALAYSIAN LINKED PROGRAMMES

4.1. Introduction

The following is a brief analysis of the different linked programmes currently found in Malaysia. The purpose of the analysis is to provide some indication of the trends found in the development of these programmes.

4.2. Types of Institutions, Linked Programmes and Countries of Linkage

The survey conducted for this study of the linked programmes in Malaysia indicates that there are currently 27 institutions offering these programmes. These institutions include 25 private commercially-run institutions and two quasi-government institutions run by the Rural Industrial Development Authority called the MARA colleges. A number of the private institutions offer a variety of types of linked programmes.

Table 4.1 shows that these institutions currently offer a total of 66 linked programmes. The largest number of linked programmes are for courses leading to the Bachelor degree. There are 44 such programmes linked with institutions from four countries, namely the United Kingdom, the United States, Australia and Canada. Other linked programmes include 12 pre-university programmes mainly found in the UK and Australia with one from Canada; five Diploma level courses in the areas of computer science and business studies linked to several UK institutions; and five post-graduate programmes in business administration.

Table 4.1: Types of Institutions, Programmes and Countries of Linkages

COUNTRY/INSTITUTION	PRE-UNIV	DIPLOMA	FIRST DEGREE	GRADUATE
UK - Universities			5 + 9(LLB)	3
- Polytechnics		5	3	
- Combination			1	
- Exams Boards	6			
USA - Universities		-	11	1
- Comm. Colleges			3	
- Ed Testing Services			1	
AUS - Universities			5	-
- Inst. Further Ed	1		5	
- Exam Board	4			
CAN - Universities			1	-
- Exam Board	1			
Macau		-	-	1
Total	12	5	44	5

The overseas institutions to which the Malaysian institutions are linked with, comprise: universities (linked individually or in the form of consortiums) in the four countries; several polytechnics in the UK; several Community Colleges from the United States; Institutes of Higher or Advanced Education and Colleges of Further Education in Australia, and the Open Learning Institute in British Columbia, Canada.

4.2.1. Linkages with United Kingdom institutions

Presently in Malaysia, there are some 34 linked programmes established with institutions in the United Kingdom, both on a one-to-one basis, such as the TAR College/Ulster link and the Sunway/Leicester link, and on a consortium basis, such as the MARA/Northern Consortium programme. Of these linked programmes, with the United Kingdom institutions, 18 are those leading to a Bachelor degree. However, half of these programmes are external study programmes leading to the University of London's law degree (LL.B). The graduate programmes are MBA programmes linked with institutions such as Henley Management College and Cranfield Management College.

4.2.2. Linkages with American Institutions

The linked programmes with institutions in the United States are mainly of two types, the split-campus type such as the MARA/Ohio link, the Makota/Boston links, and the credit-transfer type where the local programmes are accredited and thus transferable to most American institutions of higher education, as described earlier, through mainly the community college system. The linked programmes with the American institutions are predominantly first degree programmes with one post-graduate MBA programme offered through external study.

4.2.3. Linkages with Australian insitutions

The linked programmes with Australian institutions are mainly first degree programmes organised either with universities or colleges of advanced/higher education. The other linked programmes are pre-university programmes arranged directly with the respective examinations boards or through colleges of further education.

4.3 Types/Models of Linkages

The analysis of the linked programmes by the type or model identified and described earlier as shown in table 4.2 below indicates that the split-campus model is the most numerous with six such programmes linked to institutions in the United States, five with institutions in Australia and nine in the UK.

The credit transfer model is, as would be expected prominent in the linked programmes with institutions in the United States. There is one institution in Canada, the Open Learning Institute whose courses can be used as credits for programmes in Canada and the United States. The two credit-transfer linked programmes in

Table 4.2: Types of Links for Degree Programmes

TYPE	USA	CAN	AUS	UK	TOTAL
Credit Transfer	7	1*	2	-	10
Split Campus	6		5	9	20
External Programme	1		1	9	11
Combination		1	2	-	3
Total	14	2	10	18	44

Australia are arrangements that have been made by a group of universities to accept each course.

4.4. Period of Local Study

There seems to be a wide variation in the period of study in the local institutions as shown in Table 4.3. It ranges from programmes which require one year local study to those which can be completed entirely in Malaysia, such as the external study programmes. There are also some programmes which have some degree of flexibilty in the period of local study. Such flexibility can be found in the Disted College linked programmes with several institutions in Australia where students can decide, subject to some conditions, on the period of local study that they wish to undertake.

Table 4.3: Period of Local Study for Degree Programmes

PERIOD	USA	CAN	AUS	UK	TOTAL
1 year	1	-	3	6	10
1 1/2 years	1	-	-	-	1
2 years	7	-	1	-	8
2 1/2 years	1	-	-	-	1
3 years	1				
Completely local	1*	-	1*	3+9*	14
Flexible		1	3	-	4

With regards to programmes with fixed periods of local study, there seems to be some differences between programmes offered in the different countries. Most of the programmes linked with institutions in Australia and the UK require only one year of local study, whereas there seems to be more variation in the period of local study for the programmes linked to institutions in the United States with one institution offering as long as 3 years of local study. However, the bulk of the American linked programmes provides for at least 2 years of study in Malaysia.

4.5. Areas of Study

Table 4.4 below shows quite clearly that by far the most popular linked programmes are those related to different aspects of business studies. From the institutions surveyed, it would seem that nearly 45% of the programmes offered are in this area of study.

Table 4.4: Areas of Study of Linked Programmes

AREA	NO. PROGRAMMES
Business	37
Arts	13
Computer studies	9
Law	9
Science	4
Adminstration	4
Any area (credit transfer)	6

The next popular areas of study are programmes on the liberal arts, law and computer studies. It should be noted that these areas of study identified and tabulated in Table 4.5 are designated programmes from mainly the split-campus linked programmes. The areas of study currently being followed by students in the credit-transfer and the split-campus models can be found in Appendix One and Appendix Two respectively. These appendices show clearly that business studies is the most popular area of study in both models of linked programmes.

4.5.1. Business studies

Table 4.5 shows the breakdown of the business studies area in the specific courses that are taken by the students. The most popular courses offered are related to business administration and management, followed by courses on accountancy and economics. The appeal of the business studies, particularly business administration is to be expected, given the high salary potential of such qualifications and the lack of these courses in the curriculum of the local universities.

4.5.2. Liberal arts

The breakdown of the liberal arts as shown in Table 4.6 shows that most of the courses in this area are social science courses. One interesting development in this area of study is the introduction through the credit-transfer linked degree courses on Malaysian studies and Arabic studies specifically to cater for the interests of the Malaysian students.

Table 4.5: Breakdown of the Business Studies Area

Programme	Number
Business Adminstration	8+ 5*
Management Studies	6
Economic Studies	6
Accounting	6
Industrial Relations	2
Banking	1
Marketing	1
Real Estate	1

* Post-graduate programmes

Table 4.6: Breakdown of Arts Programmes

Type of Programmes	Number
Social Sciences	7
Area Studies (Malaysia,Arab)	3
Mass communication	2
Political Science	1

4.6 Student Enrolment and Placement

The analyses of student enrolment and placement in overseas institutions discussed in this section are based on data kindly provided by the major private colleges (1) and the Ministry of Education. As there were no data available from the quasi-government institutions (ITM/MARA Colleges with an estimated enrolment of nearly 1,000 for 1989) offering linked programmes, the figures of student enrolment and placement discussed below providing some ideas regarding the development of the private colleges, their clientele and in a limited way, their success in placing students overseas.

4.6.1. Student enrolment in private colleges

The Table 4.7 shows the enrolment of students in the private colleges by ethnic groups from 1987 to 1989. The percentage distribution of students enrolled in these linked programmes in the private colleges by ethnic groups has been quite stable, except for the Bumiputra group which was 9.4% in 1987 decreasing to 6.7% in 1989. In actual figures, the Bumiputra student population in the private colleges is very small, rising to only 145 students in 1989. The total number of Bumiputra students enrolled comes up to 322 in the three-year period.

Table 4.7 : Private Colleges - Enrolment by Ethnic Groups, 1987 - 1989

YEAR	Bumiputra		Chinese		Indian		Others		Total
	Nos.	%	Nos.	%	Nos	%	Nos	%	
1987	74	9.4	602	77.1	89	11.4	16	2.1	781
1988	103	7.1	1138	78.8	148	10.3	55	3.8	1444
1989	145	6.7	1723	80.0	224	10.4	60	2.9	2152
Total	322	7.4	3463	79.1	461	10.5	131	3.0	4377

The Chinese students make up, by far the largest group of students registered in the linked programmes offered by these private colleges. In the period between 1987 and 1989, a total of 3,463 Chinese students were enrolled making up 79.1% of the total students enrolled for the period. The percentage of Chinese students enrolled yearly have steadily increased from 77% registered in 1987 to 80.0% in 1989. In actual numbers, the Chinese students have increased tremendously, from 602 students to almost triple this number or 1723 students in 1989.

The percentage of Indian students enrolled yearly has been fairly constant at about 10%. The total number of Indian students enrolled stands at 461 students in the three-year period.

The yearly total of students enrolled in linked programmes organised by the private colleges has increased rapidly in the last three years. Table 4.8 shows that the 1989 figure of 2,152 students is nearly triple the total for 1987 of 781 students. If the estimated (2) enrolment of the ITM/MARA Colleges of 1,000 students is taken into consideration, the total number of students enrolled in all linked programmes in Malaysia will be around 3,000 students for 1989.

4.6.2. Placement of linked programme students in overseas institutions

The placement of students following linked programmes in the private colleges in institutions overseas from 1987 to 1989 is shown in Table 4.8 following.

The table shows that in the three years, a total of 1,254 students were placed in overseas institutions. Of this figure, 1,013 students or 80% were of Chinese origin, 137 students or 10.9% were Indians and 67 or 5.3% were Bumiputras. The yearly percentage distribution of students shows that the percentage of Bumiputras has kept quite steady in the three years, while the percentage of Chinese students have increased sharply in 1989 mainly at the expense of the Indian students.

Table 4.8.: Private Colleges - Placement by Ethnic Groups, 1987 - 1989

YEAR	Bumiputra		Chinese		Indian		Others		Total
	Nos.	%	Nos.	%	Nos.	%	Nos.	%	
1987	14	6.3	172	77.8	34	15.4	1	0.5	221
1988	20	5.2	294	77.2	51	13.4	16	4.2	381
1989	33	5.1	547	84.0	52	8.0	19	2.9	651
Total	67	5.3	1013	80.8	137	10.9	36	3.0	1,253

The growth of the number of students placed overseas obviously is related to the tremendous growth of student enrolment. The number of students placed in 1989 is nearly triple the total placed in 1987. Most of these students have been placed through the credit-transfer model of linked programme. As mentioned earlier, the credit-transfer model is the most popular type of linked programme. The estimated total number of students who have been placed overseas through this type of linked programme, to date is nearly 6,000 students since 1983. Table 4.9 shows the breakdown of the placement of these students by the different local institutions offering the credit-transfer programmes.

Table 4.9: Estimated Number of Students Placed since 1983

Institutions	No.
Kolej Damansara	580
PJ College	209
Stamford College	30
ITM/MARA	4,128
RIMA College	58
TOTAL	5,927

4.7. Summary

This brief analysis of the linked programmes in Malaysia has highlighted several interesting points regarding these programmes. These are:

* the increasing variety of courses or programmes that are being offered and the linkages that are being established particularly between the private colleges with institutions in various countries.

* the increasing number of students who have studied abroad through these linked programmes, particularly in the United States.

* the relatively high percentage of Chinese students following these linked programmes.

* the emphasis on the courses related to Business studies.

These variations may be seem as a reflection of the responses of private colleges to the increasing competitiveness of the 'education business' where survival ultimately depend on how well they are able to attract students to their programmes. There have been several rather innovative responses, such as providing students the choice of the period of local studies, but as more colleges are established and the competition for students further increases, the responses which may compromise quality of education become more common. The next chapter examines the different ways in which this problem is being considered and tackled.

The rapid growth of student numbers and the predominance of Chinese students in the linked programmes is obviously, as discussed, related to the increasing demand for higher education in Malaysia which has rapidly outstripped places available in the local universities and to the limited number of places available for the Chinese students (3).

The predominance of programmes related to business studies may be seen as a reflection of the traditional interests of the Chinese community whose children make up most of the student numbers in the linked programmes.

Notes and References to Chapter Four

1. The colleges are Inti, Damansara, P.J., Rima, Sunway, Taylors, RIMA and Makota

2. The estimates of the 1988 enrolment of the ITM/MARA College were made by the Schools Registration Department of the Ministry of Education.

3. See Chapter Two for more details.

CHAPTER 5: MAINTENANCE OF THE QUALITY OF LINKED PROGRAMMES

5.1 Introduction

There has been much concern, expressed both within the Ministry of Education and within the education industry itself, over the quality of higher education being provided by these private or commercial institutions of higher education which have mushroomed in the last five years as the result of the Ministry of Education's move to liberalise higher education and hence increase the access to it in the country through these linked programmes.

Much of the concern stems from reports of an increasing number of "fly-by-night" institutions opening up, collecting fees and within a couple of months disappearing; of a large private college not being able to take off the ground; of programmes being offered which are not recognised by the Malaysian Public Services Commission; of the credibility of the institutions to which local institutions are linked and so on. With the rapid growth of these private institutions, coupled with the ultimate objective of profitability, there are concerns expressed on the quality of the staff in these institutions and the availability and the quality of facilities such as libraries, laboratories and recreational facilities.

In Malaysia, there are four main ways in which the private or commercially run educational institutions are being regulated and through which some form of quality control could be maintained.

These are:

a) the licensing requirements and procedures

b) the recognition of the qualifications obtained through these institutions

c) self-regulation by the industry itself

d) supervision.

5.2. Licensing of Private Higher Education Institutions

The establishment of private institutions at all levels of education has to follow the following steps: firstly a licence needs to be obtained from the Minister of Education; second the institutions need to be registered with the Registrar of Schools and Teachers of the Ministry of Education before operating. The licensing and registration procedures draw from several Acts and Regulations. For institutions of higher education the relevant Statutes are as follows:

* The **`Essential (Higher Educational Institution) Regulations, 1961'** provide the Minister of Education with the authority to grant or not grant the licence for the establishment of private higher education institutions and prohibit the setting up of such institutions without a licence. The granting of the licence requires

the institutions to satisfy 16 criteria. These criteria relate to:

a) the control and distribution of the institution's properties and equity.

b) the provision of adequate buildings and infrastructure, and support facilities and activities, such as library, recreational and co-curricular activities.

c) the curriculum in that it should lead to qualifications which will be recognised by the Government and that it should include Malay Studies, Malay language for all students and Islamic Education for Muslim students.

d) the teachers who should be suitably qualified and be registered with the Ministry.

e) the fees which should be appropriate and registered with the Ministry.

* The **Education Act, 1961** which h sets out the basic philosophical objectives of education in Malaysia and the basic requirement for registration of the private institutions. After obtaining the licence, the institution will need to be registered under this Act. This Act stipulates that the registration will lie with the Registar of Schools in each State and sets out some guidelines for registration. These guidelines seem to give more emphasis to the physical aspects of the school and their implications to health, safety and sanitation, rather than to the curriculum. Submissions from the Fire Department and Health Authority are required before the registration is considered. The law also requires all persons associated with institutions to be registered.

* The **University and College Act, 1971** which sets out the governance of institutions of such higher education. The licencing and registration of such institutions are made after the authorities are certain that these institutions do not contravene the provision of this Act.

5.3. Recognition of Qualifications

In Malaysia, all external qualifications particularly in relation to higher education qualifications have to be recognised by the Government for employment purposes. The recognition of a qualification would entitle the holder to the appropriate salary scale and benefits. Although the private sector may not necessarily follow the Government's lead in this matter, this process of "recognition" of qualifications has great implications for the viablility of any course, as non-recognition could mean loss of substantial salary and also loss of prestige and status.

In a sense, this process of "recognition" is a very good mechanism for controlling or regulating the quality of the educational programmes offered by these private institutions, assuming that the criteria for the "recognition" of these

qualifications are maintained. It can be used to discourage local institutions from providing programmes from any dubious overseas institutions.

There have been some moves recently to rationalise the system for the recognition of qualifications obtained through the "linked" programmes. The Ministry of Education has obtained the co-operation of other Government agencies, in particular, the Public Services Commission to regularise the procedure for the recognition of the qualifications from overseas institutions and to establish a set of criteria which could be used for this purpose.

5.4. Self-Regulation by the Education Industry

There has been increasing concern within the educational industry itself regarding the provision of quality education through the linked programme, particularly in the light of the rapid expansion of the industry. This concern has led to the establishment of the National Association of Private and Independent Educational Institutions (NAPIEI). In its first seminar, the Director-General of Education, Tan Sri Haji Abdul Rahman called on the Association to formulate its own code of ethics and guidelines on how these institutions should be run.

In response to this, NAPIEI is trying to establish a National Accreditation Council through which the curriculum and the quality of instruction could be controlled and standards could be maintained. This move, if it is fully supported by the industry would go a long way to supplement the Ministry's efforts to maintain quality higher education through these private institutions, as it will focus on the areas, namely curriculum and instruction, which the Ministry has not been able to do so due to low staff levels and financial constraints.

5.5. Supervision

In addition to the licensing and registration procedures, the Ministry of Education has began to organise a system for supervision of these institutions, particularly in relation to the adherence to the provisions of the statutes described earlier. It has formed a Supervisory Committee for Private Educational Institutions (JKKS). The role of this committee is to:

a) review the general guidelines for registration,

b) develop appropriate strategies for supervision and,

c) supervise the establishment and operations of such institutions.

Based on the results of the deliberations of the above committee, there have been several inspection visits made to some of the institutions now operating. These visits are made to observe whether these institutions are following the policies, statutes and conditions on which they have been licensed and registered.

However, these visits do not focus on the curriculum and the quality of instruction to be found in these institutions. On the other hand, there is provision for this type of review in the statutes whereby the Inspectorate of Schools can review the academic standards of these institutions. This is not usually done because of low staff levels both in the Registration Division of the Ministry and the Inspectorate of Schools.

CHAPTER 6: ASSESSMENT OF THE BENEFITS OF LINKED PROGRAMMES

6.1. Introduction

This chapter looks at the implications of the linked programmes in terms of the benefits that they have provided for individual students, the higher education sector and national development in Malaysia.

6.2. Benefits to Individual Students

The main benefits to the individual students, particularly if they are privately sponsored, are (a) reduction in costs of obtaining overseas higher education qualifications, (b) easier access to higher education overseas and (c) easier transition to overseas institutions.

6.2.1. Financial benefits

There are many claims by the institutions involved with the linked programmes of substantial savings that could be made through these programmes. The calculations of these "savings" will depend very much on the period of local component of the programme and whether the students are living at home or not. For example, a four-year arts programme with an American University with two years local component based on 1985 fees and cost of living (see Table 2.5) would be about $72,500, assuming that the student is living at home. Whereas the cost of attending the course completely overseas would be about $127,000. This type of linked programme would give a saving of more than $55,500 which is about a 40% saving. This level of saving would make the cost of higher education more affordable.

6.2.2. Increased access to higher education

The decrease in cost together with the rapid expansion of these linked programmes has gone a long way to democratize higher education in Malaysia. Access is no longer limited by the lack of places and with reduction of cost, financial cost is no longer too prohibitive for the large sector of the population. What is even more important, the linked programmes have made access to overseas higher education vis-a-vis qualifications within the grasp of a large group of students.

6.2.3. Easier transition to overseas studies

Another benefit attributed to these linked programmes is that they allow the students more time to mature within their own cultural and educational settings before being exposed to alien cultures and values. There are several areas of concern related to this.

6.2.3.1. Additional time for students to mature

One, as mentioned earlier, is the very real concern held by the authorities that students, fresh out of the rural areas would, in a totally alien environment be easily influenced, on one hand, by

religious groups which may be radical and even militant, and on the other hand, seduced by the liberal values and mores of the overseas countries. It was felt that a few extra years in an institution in Malaysia (usually in an urban area) provide the students sufficient experience and maturity to deal with such influences.

Some quarters also see the extra time spent in the local institutions as having some educational benefit. It is felt that this will allow the students more time to make a mature decision on their areas of study or their career goals, particularly within the more flexible credit-transfer system.

6.2.3.2. Adaptation to more student-oriented teaching approaches

It is also felt, as claimed by most of these institutions offering these programmes that the linked programmes would be more advantageous to the Malaysian students as these linked programmes, would give them the opportunity to be better prepared for the educational demands and expectations of the overseas education systems. It would also give them sufficient time to cope with, in particular, the student-oriented teaching-learning approaches used in the overseas educational systems.

6.2.3.3. Development of English competences

Another educational advantage of having an initial period of study locally is related to the lack of competence in the English language of Malaysian students in general and in particular of students from the rural areas. One of the problems faced by students is their low level of proficiency in English. As the Malaysian educational system has now completely shifted to the use the Malay language as the only language of instruction in most of the primary schools and in all the government secondary schools, secondary school graduates, particulaly from the rural areas do not have adequate working knowledge of English, in spite of the provision in the curriculum of the teaching of English as the second language. When students are sent abroad directly after completion of secondary school overseas, their lack of command of the English language is easily one of the main problems that the students have to face with, both in relation to their academic work as well as in their social relationships. It was felt the linked programmes has an advantage in that they can also be used to improve the command of English of these students before thay are sent overseas, and in this way, they would be better equipped linguistically to cope with their studies.

6.3. Benefits to the Higher Education Sector

The main advantage of this rapid growth of linked programmes and of the institutions offering them is the democratisation of higher education in Malaysia. Higher education, particularly some form of overseas higher education, is no longer restricted to the elite, the rich, and the selected few. Although the cost of these linked programmes is still relatively high when compared to the highly subsidized fees for the local universities, it is coming within reach of those who want to follow higher education programmes.

Related to this democratisation process is the liberalisation of the Malaysian higher education. Liberalisation here refers to the movement away from the strongly specialised programmes as dictated by the very British honours degree to a more varied array of programmes that have become available, particularly through the American credit-transfer system. With increased access and consequently increased number of graduates, this liberalisation may be seen as being an important step in the evolution of higher education in Malaysia.

Another benefit of these linked programmes is related to the quality of higher education in Malaysia. Through their overseas curricula, these linked programmes can be seen as the precursor of new ideas on different aspects of the curricula and instructional approaches for higher education. These new ideas have percolated not only to the private institutions, but also to the local universities. Although there is no formal linkage between the private institutions and the local universities, a large number of the part-time staff in the private institutions are staff from the universities. It is through these staff that the innovative curricula and instructional practices found in the courses developed by the overseas institutions may diffuse into the local university system.

Another possible benefit of the linked programmes is the creation of a large pool of experienced and trained teaching staff for higher education. The training of these teaching staff comes about indirectly, gained through teaching closely supervised courses developed by the overseas institutions.

The linked programmes and their institutions are now a viable alternative to the existing higher education system. The development of this alternative, even though it is not in direct competition with the local universities, will provide some impetus to the institutional development of the local universities, particularly as the private institutions become more established. Comparisons will inevitably be made. In fact, questions are already being asked regarding cost-effectiveness and quality of the programmes in the local universities as compared to that of the private institutions.

6.4. Benefits to National Development

The rapid development of the linked programmes in Malaysia may be seen as contributing to the national development in several ways.

Financially, the savings in public expenditure and the possible decrease of outflow of funds for education has to a small but significant extent, relieved the financial burden of the government, particularly during the earlier part of the decade. While the savings on the part of the government expenditure on sponsoring students overseas may not be significant as shown earlier, the possible savings in foreign exchange are substantial enough for the government to encourage the development of these programmes.

The rapid growth of the private institutions offering these linked programmes means that Malaysia is now able to meet the high demand for higher education without the Government having to increase its expenditure on education substantially. Given the political context described earlier, this increased access to higher education and the reduction of the cost of obtaining overseas qualifications may be seen as having a strong political advantage to the government, particularly as this will go some way to satisfying the demands for higher education.

The linked programmes also can be seen as providing the appropriate and specific responses to the priorities and needs of the economic development envisaged for the 1990s. For example, from the analysis of the programmes discussed earlier, it could be seen that the more popular courses are these related to the business, particularly the managerial courses. This is seen as being consistent with the objectives of the Fifth Malaysia Plan which is to increase the professional, managerial manpower to meet the increasing needs for the rapid economic and industrial development envisaged.

Similarly, the growing popularity of computer science courses can be seen as being consistent with the increasing demand for expertise in this area.

In some ways, these linked programmes can be seen as being more responsive to the needs of economic development than the local universities. As these linked programmes are being organised in a context of an open competitive system, the institutions offering them are able to respond very quickly to potential clientele needs or demands.

The linked programmes with their overseas courses can be also seen as a way of providing a large pool of manpower which can be competitive in the world market. The increase in people with overseas qualifications through the linked programmes can be seen as one way of developing manpower with technical and professional skills to deal with new directions in the Malaysian national development.

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APPENDIX 1: ENROLMENT BY AREAS OF STUDY FOR CREDIT-TRANSFER PROGRAMMES 1987/88

Insitutions	Areas of study	Candidates yr 1	yr 2	Tot
1. Petaling Jaya Community College	Business Admin; Comp Sc: Applied Science.	36	66	102
2. Kolej Damansara	Bus. Admin; Engineering; Science; Soc Science.	270	100	370
3. Kolej Rima	Management; Business Sc; Computer Science	44	49	93
4. Kolej Inti	Bus. Admin; Com Sc; Applied Science.	40	53	93
5. Kolej Stamford	Bus Admin; Engineering; Comp Inf System: Hotel & Catering Management.	73	-	73
6. Kolej DISTED	Management; Busines Admin	15	-	15
	Total	376	268	644

APPENDIX 2: ENROLMENT BY AREAS OF STUDY FOR SPLIT-CAMPUS PROGRAMMES - 1987/88

Institutions	Linked Inst.	Areas of study	No
1. Sunway College	Leicester U, UK.	a) Bachelor of Law	37
		b) Bachelor of Engineering	25
		c) Bachelor of Econ	7
	Western Michigan University, USA.	a) B. Computer Sc.	12
		b) B. Mass Comm.	14
		c) B. Business Adm.	43
	Curtin Univ of Technology, AUS.	B. Accounting	53
	Monash University, AUS.	a) B. Econ	7
		b) B. Commerce	4
		c) B. Sc (Computing)	6
2. Taylors College	Consortium of Scottish Us (Glasgow, Heriot-Watt, Stirling, Strathclyde)	B.A. in Accounting, Economics, Business Organization and Management	45
	Royal Melbourne Institute of Technology, UK.	Bachelor of Business (Accountancy)	35
3. Kolej Damansara	Middlesex Poly,UK	B.A. Accounting and Finance	16
	Brunel Univ., UK	LL.B	4
4. Institut HELP	Darling Downs Institute of Adv. Education, AUS.	B. Business (Accounting)	98
5. Kolej DISTED	Warrnambool Inst. of Adv. Education, AUS.	B. Business (Accounting)	39
	Murdoch Univ, AUS.	B.Sc (Maths & Comp)	13
	British Columbia Open Univ, Canada.	B.A.	14

6.	Institut Teknologi MARA and MARA College of Higher Ed.	Northern Consortium (Universities of Bradford, Salford, Manchester, Leeds, Sheffield, UMIST, Liverpool. Polytechnics of Leeds, Manchester, Sheffield, Huddersfield.)	Bachelors degree in: Engineering; law; Architecture, Science Computing, Quantity surveying, Food Sc., Mathematics, estate management, town planning, accountancy, Business management, Social Sc, Political Sc, Public Admin, Economics est 1000
7.	Makota College	Boston University	Management and Administration est 75

APPENDIX 3: LIST OF COLLEGES OFFERING LINKED PROGRAMMES

Damansara College, K.L.	Penn State Univ. (moderating)	C. Transfer	all majors
	AEB, UK	Pre-U	GCE A level
	Univ. of London with a number of UK Universities and Polytechnics.	External/ Split-campus	LL.B
	Brunel University	External	LL.B
DISTED Coll. Penang, 1986	Murdoch Univ, AUS. Warrnambool Inst. of Adv. Education.	Combination: External/ Split-campus	Math/Comp Soc. Sc Accounting Management Comm; Appl Economics
	British Columbia Open University,CAN	External/ C.Transfer	Admin.
	Adelaide C. of TAFE	Pre-U	S.Aus.Matric
Federal Inst. K.L., 1968	Univ. Strathclyde	Supplement to Diploma/ Adv Place.	Degree at Leeds,Brunel, Aberdeen in related areas
Ganella Coll. K.L., 1982	Univ. of London, UK	External	LL.B
	Senior Sec. Asses. Brd of S. Australia	Pre-Univ	S.A.Matric
	Associate Exam Board Ed. Testing Service, New Jersey, USA.	Pre-Univ Adv Placement	GCE A-level Degree (2)
Goon College. Ipoh, 1938	North East London Polytechnic	Adv Place. for Diploma	Degree (Accounting, Bus.Studies, Computing)
	Univ. of London	External	LL.B B.Sc (Econ.)
		Pre-U	AEB A-level

Institut HELP K.L., 1986	Darling Doown Institute of Higher Education, AUS.	External	B. Business (Accounting)
	Univ of London	External	LL.B B.Sc (Econ)
	Polytechnic of Wales	External	LL.B.
	AEB	Pre-U	GCE A level
Institut Teknologi MARA and MARA College of Higher Ed.	Northern Consortium (Universities of Bradford, Salford, Manchester, Leeds, Sheffield, UMIST, Liverpool. Polytechnics of Leeds, Manchester, Sheffield, Hudderfield.)	Split-campus	Degree in: Engineering; Architecture; Computing, Quantity sur-veying;Food Sc; Maths; Estate management, Town planning; Accountancy; Business mgt; Social Sc. Political Sc; Public Admin, Economics
INTI College, K.L., 1986	Universities: Pittsburgh, Winona, Virginia Commonwealth, California State, Mississipi.	C. Transfer AP/INTI Dip.	Business Adm; Engineering; Computer Sc.; Liberal Arts/ Social Sc.
	AEB, UK	Pre-U	GCE A level
Jaya Institute K.L., 1975	Univ. Strathclyde Brighton Poly.	Adv Place for Diploma	Degree in related field
Learning Tech.	South Illinois Univ.	Split-campus	Liberal Arts
Makota Coll., K.L., 1988	Boston Univ., USA	Split-campus	Degree-all courses(3)
Maju Inst of Technology, 1984	Strathclyde	Adv Place for Diploma	Engineering

MARA Comm. College, Pahang	Lincoln Comm Coll. (Consulting)	C.Transfer A.A.D.	Acc;Biology; Bus Adm;Chem; Comp Sc;Maths Engineering; Geology;Phys;
Malaysian Inst. of Management, K.L., 1966	Brisbane Coll of Adv Education, AUS Riverine-Murray Inst of Higher Ed.	C. Transfer/ Diploma in Business	B. Business
Petaling Jaya Community Coll. K.L. 1984	Universities: Pittsburgh, West Virginia, Ohio, Montana and Wilmington College	C. Transfer ADP	Any major
RIMA College	Azusa Pacific Univ.	C. Transfer Ass Diploma Management, Computer,	Management; Business; Engineering; Comp Sc;
	Univ. of London	External	LL.B.
	AEB	Pre-U	GCE A level
SAL group of Colleges, JB/KL	American Degree Programme	C-Transfer External	all courses LL.B.
Sarjana College K.L.	Sr Sec. Assess. Brd. Of South Australia	Pre-U	S.Aus Matric
Sedaya College K.L.	U. of Winnipeg US universities	Split-campus Split-campus	Computer Music
Sri Inai Coll. Ipoh and K.l.	SR Sec Assess Brd of South Australia	Pre-U	S.Aus Matric
Stamford Group of Colleges,	Consumes River Coll California	C. Transfer A.A.Degree	Maj: Bus Ad; Acc;Marketing Management; Real Estate; Industrial Rel'n; Hotel & Catering.

	Univ. of London	External	LL.B B.Sc (Econ)
	USA	External	B.Sc(Comp Sc)
	UK	Pre-U	GCE A level
Sunway College,	Leicester Univ, UK	Split-campus	Econ:Eng:Law
1987	Monash Uinv, AUS.	Split-campus	Econ.
	Flinders, AUS.	Split-campus	Econ: Account
	Western Australia.	Split-campus	Econ;Comp; Accounting.
	Western Michigan,USA	Split-campus	Bus Adm; Mass Comm:Comp Sc.
Systematic Business Training Centre, K.L. 1979	Oxford Board	Pre-U	GCE A level
Taylor's Coll. K.L., 1969	Royal Melbourne Inst. of Technology	Split-campus	Accounting
	Ontario Ministry of Education	Pre-U	Grade 13
Tunku Abdul Rahman College K.L., 1969	Ulster Campbell Univ, USA	External	Applied SC
Vanto Academy K.L., 1984	Univ. of London	External	LL.B.
Workers Inst of Technology	exemption for WIT Diploma in some institutions in UK.	Adv Place	Engineering